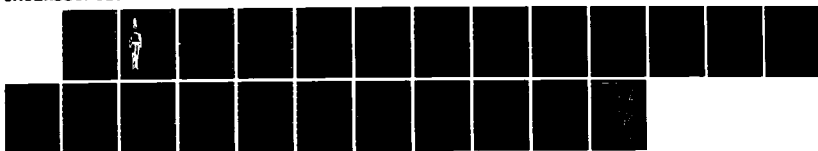
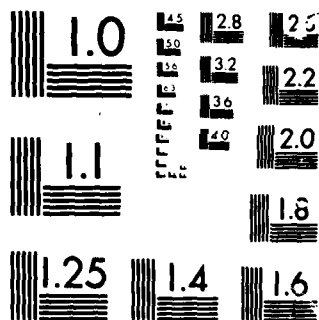


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TRENDS IN ADMISSION VARIABLES THROUGH THE CLASS OF 1989

Report No. : USMA-OIR-86-003  
Project No.: 586  
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March 1986

ABSTRACT

The United States Military Academy uses the Whole Candidate concept in the selection of candidates for admission. This concept encompasses three broad areas: academics, leadership potential, and physical condition and aptitude. This report compares the pre-USMA performance of members of the Class of 1989 with previous classes in these three areas.

NOTE: Any conclusions in this report are not to be construed as official U. S. Military Academy or Department of the Army positions unless so designated by other authorized documents.



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# Index to Tables and Figures

	<u>Page Number</u>	<u>Title</u>
Table 1	5	Comparison of Number of Cadets and Candidates at Each CEER Score Level--Class of 1989.
Table 2	5	Comparison of Number of Cadets and Candidates at Each ACEER Score Level--Class of 1989.
Table 3	6	Distribution of Scores on Whole Candidate Score Components--Class of 1989.
Table 4	7	Means and Standard Deviations for all Admission Variables for Candidates and Cadets--Class of 1989.
Table 5	8	Comparison of Number of Cadets and Candidates at Each LPS Level--Class of 1989.
Table 6	8	Comparison of Number of Cadets and Candidates at Each Whole Candidate Score Level--Class of 1989.
Figure 1	9	Trends of CEER Scores for Candidates and Cadets--Classes of 1980-1989.
Figure 2	10	Trends of SAT-Verbal Scores for Candidates and Cadets--Classes of 1980-1989.
Figure 3	11	Trends of SAT-Math Scores for Candidates and Cadets--Classes of 1980-1989.
Figure 4	12	Trends of Leadership Potential Scores for Candidates and Cadets--Classes of 1980-1989.
Figure 5	13	Trends of Physical Aptitude Exam Scores for Candidates and Cadets--Classes of 1980-1989.
Figure 6	14	Trends of High School Rank Scores of Candidates and Cadets--Classes of 1980-1989.
Figure 7	15	Trends of Whole Candidate Scores for Candidates and Cadets--Classes of 1980-1989.
Table 7	16	Selected High School Activities and Awards of Cadets--Classes of 1980-1989.
Table 7a	17	Selected Characteristics of Cadets--Classes of 1980-1989.

## EXECUTIVE SUMMARY

I. PURPOSE. This report contains information, for rapid reference, comparing the pre-USMA performance of members of the Class of 1989 with previous classes in the areas of academics, leadership potential, and physical condition and aptitude.

II. METHODOLOGY. Data displayed in this report were obtained from the following sources:

- A. Academic Performance: High School Transcripts, American College Tests and College Entrance Examination Board Tests.
- B. Physical Performance: Physical Aptitude Exam.
- C. Leadership Potential: An index developed from combining extra-curricular and athletic activities with high school faculty evaluation.

### III. RESULTS.

A. The mean SAT-Math score (638) for cadets in the Class of 1989 is eight points higher than the average mean score of the last nine years and the mean SAT-Verbal score (569) is fifteen points higher. Cadet performance in high school and on College Board exams has resulted in a CEER score of 608, which is the highest on record.

B. The Class of 1989 Physical Aptitude Exam score for men (570) is ten points higher than the average over the last nine years.

C. The mean Leadership Potential Score (600) is ten points higher than the Class of 1988, but eight points below the high of 608 set by the Class of 1987.

D. The mean Whole Candidate Score (6035) for cadets in the Class of 1989 is the highest mean score recorded by an entering class over the last nine years.

### IV. CONCLUSIONS.

A. Academic Qualifications: *for p i*  
The academic qualifications of cadets place them in the top 10-15% of college bound high school seniors. The Scholastic Aptitude Test (SAT) scores for the Class of 1989 have recovered to equal the Class of 1980 for SAT-Math scores, while the SAT-Verbal score is the highest over the previous nine years. For all college-bound high school seniors, the national average for SAT-Math is the highest over the previous nine years, while the SAT-Verbal score is the second highest over a ten year period.

B. Physical Qualifications: The Physical Aptitude Exam scores of male cadets have increased steadily over the past four years after a period of stability, while the scores of female cadets have increased by thirteen points over the Class of 1988 to a four year high of 533.

C. Leadership Qualifications: Trend comparisons of the Leadership Potential Score for the Class of 1989 show an increase over the Class of 1988.

D. The Military Academy is continuing to attract outstanding candidates.

## I. INTRODUCTION

### A. Background.

1. This report, along with the reports, Characteristics of the Class of 1989 (September 1985) and New Cadets and Other College Freshmen, Class of 1989 (due spring, 1986), comprise the three general reports prepared by the Office of Institutional Research to describe the Class of 1989 at the time the class entered the Military Academy.

2. The same reports were prepared for the Classes of 1971 through 1988 and similar reports are planned for each future class when it enters the Military Academy.

B. Purpose. This report compares the pre-USMA performance of members of the Class of 1989 with previous classes in the areas of academics, leadership, physical condition and aptitude. It is intended to serve as a reference source by USMA officials.

## II. METHODOLOGY

A. Data Collection. Data displayed in this report were obtained from the following sources:

1. Academic performance: High School Transcripts, American College Tests, and College Entrance Examination Board Tests.
2. Physical performance: Physical Aptitude Exam.
3. School Activities and Awards: Self-reported by cadets on questionnaires administered during Cadet Basic Training.
4. Leadership Potential: An index developed from combining extracurricular and athletic activities with high school faculty evaluations.

### B. Definitions.

1. CEER College Entrance Examination Board scores and High School Rank scores combined statistically.
2. HSR High School Rank score.
3. LPS Leadership Potential Score.
4. PAE Physical Aptitude Examination.
5. SAT-V Scholastic Aptitude Test - Verbal.
6. SAT-M Scholastic Aptitude Test - Mathematics.
7. ACT-EN American College Test - English.
8. ACT-MA American College Test - Mathematics.
9. ACT-NS American College Test - Natural Science.
10. ACEER A composite score of 3 ACT tests and HSR (the ACT Social Science test is not used in calculating the ACEER).
11. WCS Whole Candidate Score. A combination of CEER (or ACEER), LPS and PAE.

### III. RESULTS

#### A. Academic Characteristics.

1. The mean College Entrance Examination Board, American College Test scores, and high school rank for the Classes of 1984 through 1989 for admitted cadets are:

	1989			1988	1987	1986	1985	1984
	M	F	Total					
SAT-V	568	574	569	565	559	560	549	552
SAT-M	638	619	636	637	636	631	620	623
ACT-EN	23.4	24.9	23.6	24.4	23.5	23.4	23.3	23.2
ACT-MA	29.2	28.9	29.1	29.2	29.1	28.9	28.6	28.9
ACT-NS	29.5	28.0	29.3	29.4	29.2	28.7	28.7	28.7
HSR	576	615	580	575	583	580	570	556

2. The mean SAT-V score for men in the Class of 1989 is higher than that of 86% of male secondary school seniors nationwide who took the test; and the mean score for women cadets is higher than 89% of female students who comprise the national norm. The mean SAT-M score of male cadets was higher than 86% of the national norm group of male students; the mean score for women cadets was above 89% of the female norm group. The means of cadets on the American College Test scores were also well above the national sample of students tested under the ACT Program. On average, cadets outscored 89% of students in the national sample on ACT-English. The mean ACT-Math for male cadets is higher than 92% of the norm group; that for female cadets is above 96% of women in the sample. Male cadets' average ACT-Natural Science is above 85% of their norm group, female cadets averaged above 89% of the female norm group.

3. Entering cadets differ from the national SAT norm group of all college-bound high school seniors on several dimensions. In the national norm group, men outperform women on both verbal and math tests, averaging 12 points higher on SAT-V and 47 points on SAT-M. Among entering cadets, women outperform men by an average 6 points on SAT-V. Male cadets outscore women on SAT-M by an average of only 19 points. The mean SAT scores of cadets have followed the general trend of national averages, but the decline in scores has been only about half that of the national norm. SAT scores of cadets have recovered strongly in recent years. The average SAT Composite for entering cadets rose four points with the Class of 1989 compared to a 5 point increase among all college-bound high school seniors.

4. Each candidate is evaluated either on College Board scores and High School Rank (CEER) or American College Test program scores and HSR (ACEER). If both are available, the higher of the two is used. Table 1 provides a comparison of the number of cadets within each CEER range with the number of fully examined candidates (with nomination) within the same range, noting the percent offered admission and percent admitted. Table 2 shows a similar comparison of candidates and cadets evaluated using ACEER scores. Table 3 shows the distribution, at 50 point intervals, of Whole Candidate Score components for cadets in the Class of 1989.

B. Physical Aptitude. The average Physical Aptitude Examination score of 570 for men in the USMA Class 1989 is ten points above the average score for the previous nine classes, and shows a slight increase over the mean score for the Class of 1988. The women in the Class of 1989 had a mean PAE score of 533, which is the highest on record. It should be noted that PAE tests for men and women are scored on different items and thus are not comparable. The mean PAE for all candidates is shown in Table 4.

C. Leadership Potential. The Leadership Potential Scores are derived from the ratings of candidates by their secondary school teachers and evaluations by admissions officials of quality of participation by candidates in athletic and other school and community activities. The mean LPS for the Class of 1989 was 598, which is eight points higher than the Class of 1988.



D. Overall Characteristics.

1. The Whole Candidate Score is a weighted score consisting of 60 percent CEER (or ACEER), 30 percent LPS, and 10 percent PAE. The distribution of the WCS for the Class of 1989 is shown below.

<u>Score Range</u>	<u>Frequency</u>	<u>Percent</u>
7500-8000	0	0
7000-7499	7	0.5
6500-6999	124	8.7
6000-6499	652	45.7
5500-5999	505	35.4
5000-5499	132	9.2
4500-4999	8	0.6

Mean = 6035      Standard Deviation = 377

2. A tabular comparison of the number of cadets whose scores fall in each WCS score range with the number of fully examined candidates within the same ranges is shown in Table 6.

F. Trends In Admissions Variables. Figures 1-7 show trend data for the Classes of 1980 through 1989. Trends for admitted cadets reflect the following:

1. The mean CEER score for admitted cadets has increased over the past two years to a high of 608, which is the highest score over the previous nine years (Figure 1).

2. SAT-V and SAT-M scores have risen over the past four years, after a period of decline for the Classes of 1984 through 1985 (Figures 2 and 3).

3. The mean LPS for admitted cadets has remained fairly constant over a ten year period. LPS fluctuations stem in part from changes in scoring techniques and rescaling of two components of the LPS (Figure 4).<sup>1</sup>

4. PAE scores for men show a rising trend for the Classes of 1986 through 1989. In contrast, the mean PAE among fully examined candidates dropped significantly for the Class of 1988, due to an increase in the number of candidates scoring below 400 on the PAE (Figure 5).

5. The mean HSR for the Class of 1989 was 587 and is the highest HSR of the previous nine years (Figure 6).

6. A higher mean HSR and rescoring of the LPS for the Class of 1988 have contributed to a higher mean WCS this year (Figure 7).

<sup>1</sup> LPS scores for the Classes of 1986 through 1988 reflect progressive changes in the LPS. The Class of 1986 was the first class to be evaluated for admission to USMA using school official evaluations of candidate leadership performance in high school as the FAS component of the LPS. Candidates to earlier classes were evaluated on leadership potential rather than performance. Mean LPS for the Class of 1986 shows a dip because data processing limitations necessitated a compromise scoring technique which reduced the mean FAS by 20-25 points, reducing the LPS by 6 to 8 points. Scoring difficulties were resolved with the Class of 1987. The EX and AT components of the LPS were rescaled for candidates to the Class of 1988, leading to an apparent depression of the LPS.

#### F. Selected Activities and Awards.

1. Tables 7 and 7a give information on the background, activities and awards of entering cadets of the Classes of 1980 through 1989.

2. As with previous classes, cadets in the Class of 1989 were active in diverse extracurricular and athletic activities in high school. Eighty-eight percent earned varsity letters and 57% were team captains. Twenty-nine percent held an elective class office during their senior year that included president, senior class officer, and president, student body. Other popular activities include scouting, dramatics and debate.

#### IV CONCLUSIONS

1. Academic Qualifications: The mean College Board scores of cadets have followed the general trend of the national average, but the decline in scores has been only about half of the national norm. SAT scores of cadets have recovered strongly in recent years.

2. Physical Qualifications: The Physical Aptitude Exam scores of male cadets have increased steadily over the past four years while the scores of female cadets have increased over the previous three years.

3. Leadership Qualifications: The Leadership Potential Score, a measure of the qualities of leadership in candidates, was rescaled for the Class of 1988 and as a result, shows some improvement for the Class of 1989.

4. Overall Qualifications: The mean Whole Candidate Score for the Class of 1989 is highest over a ten year period. This is an indicator that the Military Academy is continuing to attract outstanding candidates.

TABLE 1

Comparison of the Number of Cadets (Evaluated Using CEER)  
With the Number of Fully Examined Candidates (Evaluated Using CEER)  
at Each CEER Score Level for the Class of 1989

<u>Score Ranges</u>	<u>No. of Candidates</u>	<u>Offered Admission</u>	<u>Entered</u>	<u>No. of Cadets</u>
750-800	22	64%	32%	7
700-749	120	58	39	47
650-699	377	63	46	173
600-649	910	44	35	314
550-599	1054	32	25	267
500-549	668	26	22	145
450-499	328	13	9	29
400-449	116	5	3	4
350-399	42	0	0	0
300-349	9	0	0	0
250-299	2	0	0	0
200-249	0	0	0	0
Number	3648			987
Mean	577			606
SD	72			59

TABLE 2

Comparison of the Number of Cadets (Evaluated Using ACEER)  
With the Number of Fully Examined Candidates (Evaluated Using ACEER)  
at Each CEER Score Level for the Class of 1989

<u>Score Ranges</u>	<u>No. of Candidates</u>	<u>Offered Admission</u>	<u>Entered</u>	<u>No. of Cadets</u>
750-800	5	60%	40%	2
700-749	54	63	33	18
650-699	204	61	38	77
600-649	384	50	33	128
550-599	464	35	27	123
500-549	359	27	23	81
450-499	154	8	7	11
400-449	54	2	2	1
350-399	11	0	0	0
300-349	14	0	0	0
250-299	4	0	0	0
200-249	1	0	0	0
Number	1708			441
Mean	574			602
SD	74			58

TABLE 3

Distribution of Scores on Whole Candidate Score Components  
For the Class of 1989

Score Ranges	Academic				Male Physical Aptitude (PAE)		Female Physical Aptitude (PAE)		Leadership Potential (LPS)	
	CEER		ACEER							
	No.	%	No.	%	No.	%	No.	%	No.	%
750-800	7	1	2	1	14	1	2	1	4	0
700-749	47	5	18	4	27	2	3	2	54	4
650-699	173	18	77	18	155	12	12	7	273	19
600-649	314	32	128	29	240	19	22	14	387	27
550-599	267	27	123	28	300	24	28	17	419	29
500-549	145	15	81	18	291	23	28	17	195	14
450-499	29	3	11	3	173	14	40	25	78	6
400-449	4	0	1	0	61	5	21	13	14	1
350-399	0	0	0	0	1	0	5	3	4	0
300-349	0	0	0	0	0	0	0	0	0	0
250-299	0	0	0	0	0	0	0	0	0	0
200-249	0	0	0	0	0	0	0	0	0	0
Total	987		441		1262*		161		1428	
Mean	606		602		570		533		598	
S.D.	59		58		74		87		63	

\*13 foreign cadets, 1 athlete did not have PAE scores recorded at entry on 2 July.

TABLE 4\*\*

Means and Standard Deviations for CEEF,  
LPS, PAE and WCS, Class of 1989

	CEEF			LPS			PAE*			WCS		
	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD
A	6752	557	81	12128	538	84	5555	524	101	10722	5435	629
N	3666	577	72	5374	564	78	5399	525	100	5351	5682	530
C	987	606	59	1428	598	63	1463	570	74	1428	6035	377

\*PAE for admitted cadets is shown for male cadets only, so that more valid comparisons can be made with prior years. Means and standard deviations of PAE for candidates are for male and female combined.

Means and Standard Deviations for ACEEF, ACT-EN,  
ACT-MA, and ACT-NS, Class of 1989

	ACEEF			ACT-FN			ACT-MA			ACT-NS		
	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD
A	3223	551	86	3220	22.3	3.0	3221	26.3	5.4	3217	28.0	4.5
N	1708	574	75	1708	23.1	3.5	1708	28.0	5.0	1707	29.0	4.0
C	441	602	58	441	23.6	3.0	441	29.2	3.6	441	29.3	3.5

Means and Standard Deviations for SAT-V, SAT-M, and  
HSR, Class of 1989

	SAT-V			SAT-M			HSR		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
A	6752	523	94	6752	586	92	11487	533	111
N	3666	544	72	3666	610	87	5373	549	109
C	987	569	75	987	638	64	1428	580	102

A - All candidates

N - Fully qualified candidates

C - Admitted candidates

\*\*As only stated in the admissions process, many candidate files are not complete. Therefore scores - CEEF, LPS, PAE - may be missing. Candidate WCS's may be estimated using athletic scores in lieu of PAE, or PSAT scores in lieu of SAT scores.

TABLE 5  
 Comparison of the Number of Cadets with the Number of Fully  
 Developed Leadership Potential at Each Leadership Potential Level  
 for the Class of 1989

Cadet Number	No. of Candidates	Offered Admission	Entered	No. of Cadets
700-000	1	70	40	4
700-040	11	73	48	54
700-080	44	59	42	273
700-120	119	48	33	387
700-160	170	41	32	419
700-200	100	24	18	195
400-000	4	10	12	78
400-040	30	6	4	14
400-080	10	5	5	4
400-120	20	0	0	0
400-160	0	1	0	0
400-200	1	2	0	0
Total	574			1428
900-000	1			598
900-040	1			63

TABLE 6  
 Comparison of the Number of Cadets with the Number of Fully  
 Developed Leadership Potential at Each Candidate Score Level  
 for the Class of 1989

Cadet Number	No. of Candidates	Offered Admission	Entered	No. of Cadets
700-000	1	70	47	7
700-040	11	73	35	19
700-080	44	59	53	105
700-120	119	48	52	227
700-160	170	41	53	425
700-200	100	24	29	297
400-000	4	10	20	208
400-040	30	6	13	102
400-080	10	5	0	30
400-120	20	0	2	5
400-160	0	1	2	3
400-200	1	2	0	0
900-000	1		0	0
900-040	1		0	0
900-080	1		0	0
900-120	1		0	0
900-160	1		0	0
900-200	1		0	0
Total	574			1428
900-000	1			632

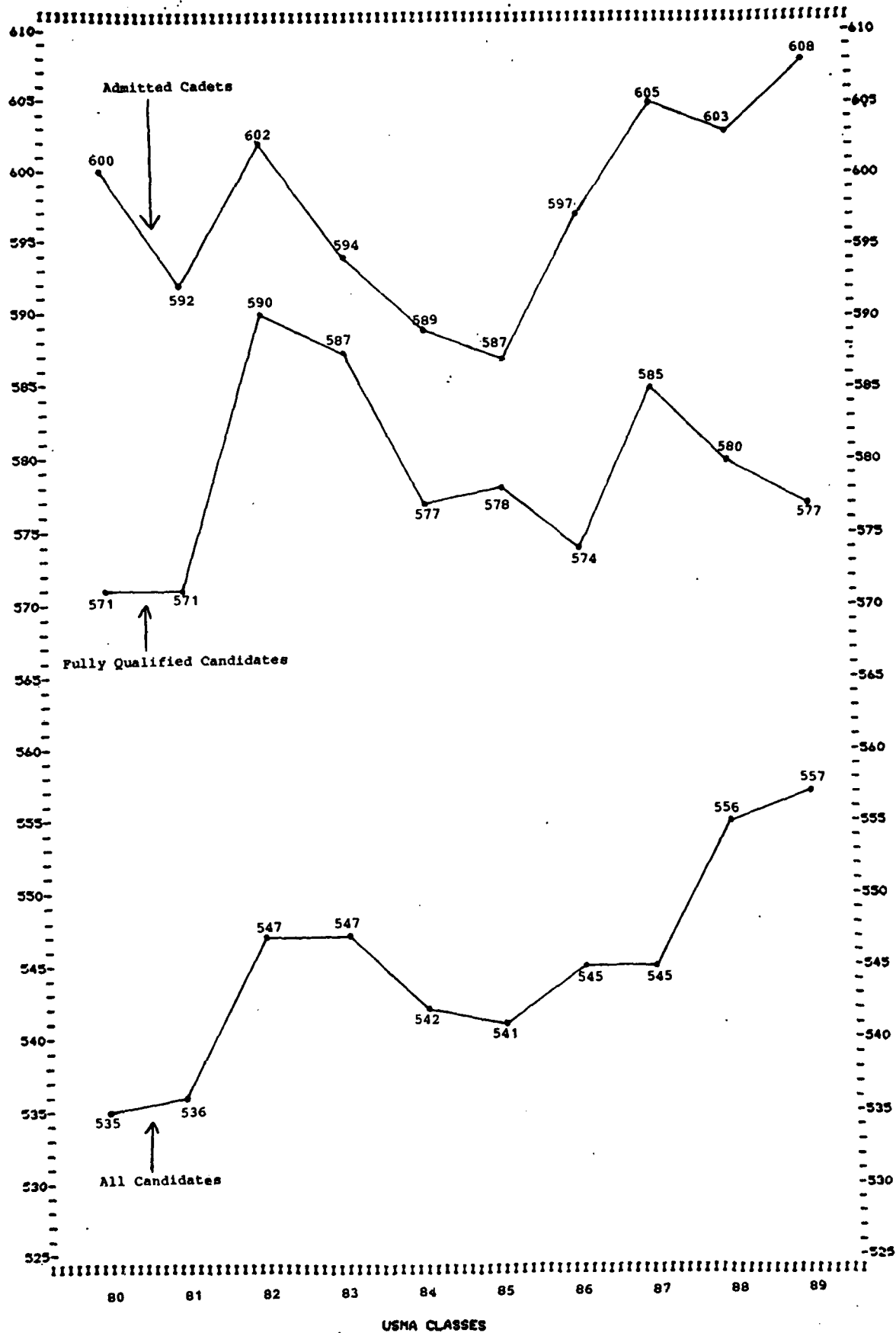


FIG 1. TRENDS OF MEAN CEER SCORE FOR CANDIDATES AND ENTERING CADETS-CLASSES 1980-1989

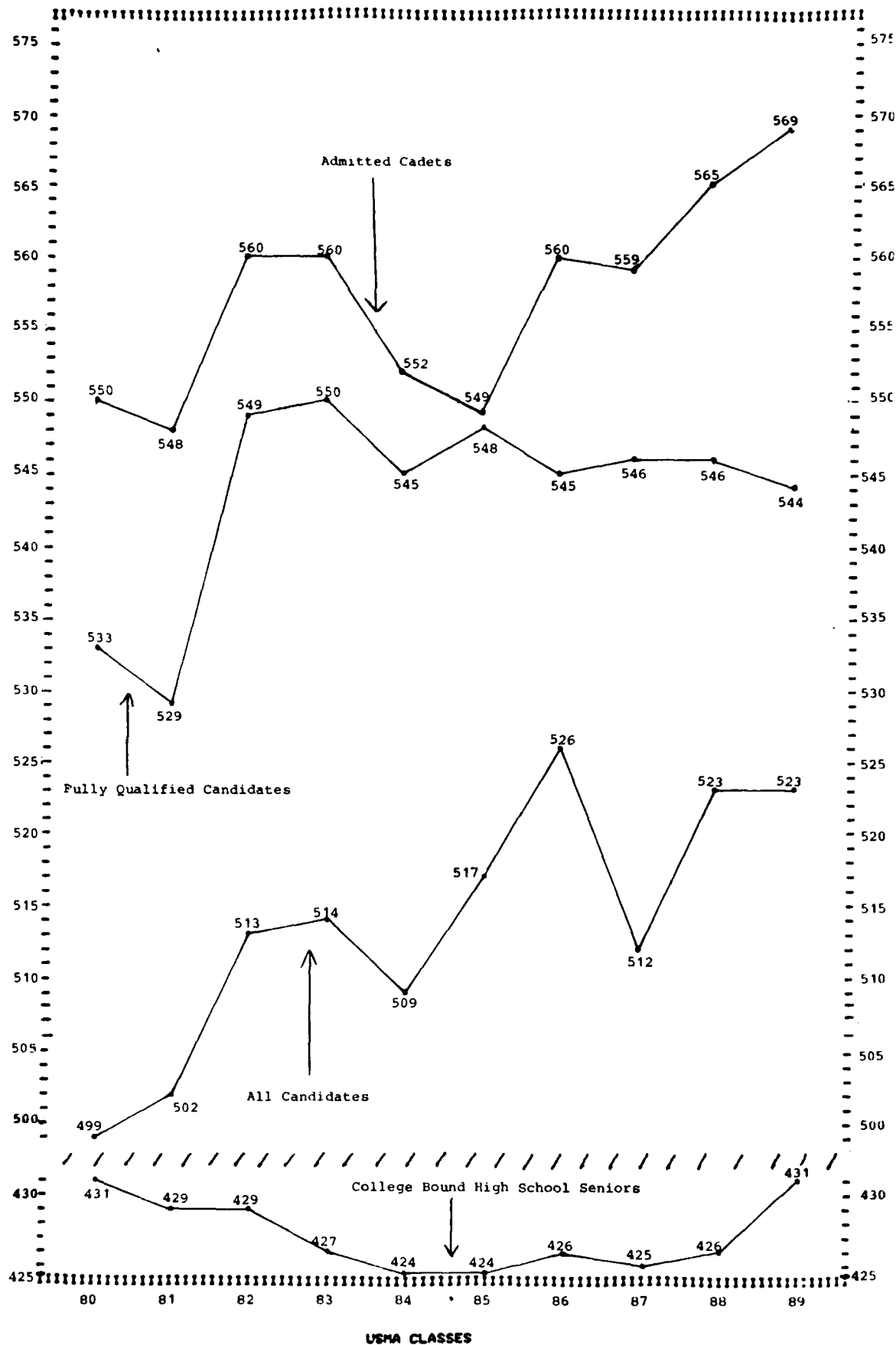


FIG 2. TRENDS OF MEAN SAT VERBAL SCORES FOR CANDIDATES AND ENTERING CADETS, CLASSES OF 1980-1989 AND ALL COLLEGE BOUND HIGH SCHOOL SENIORS NATIONWIDE



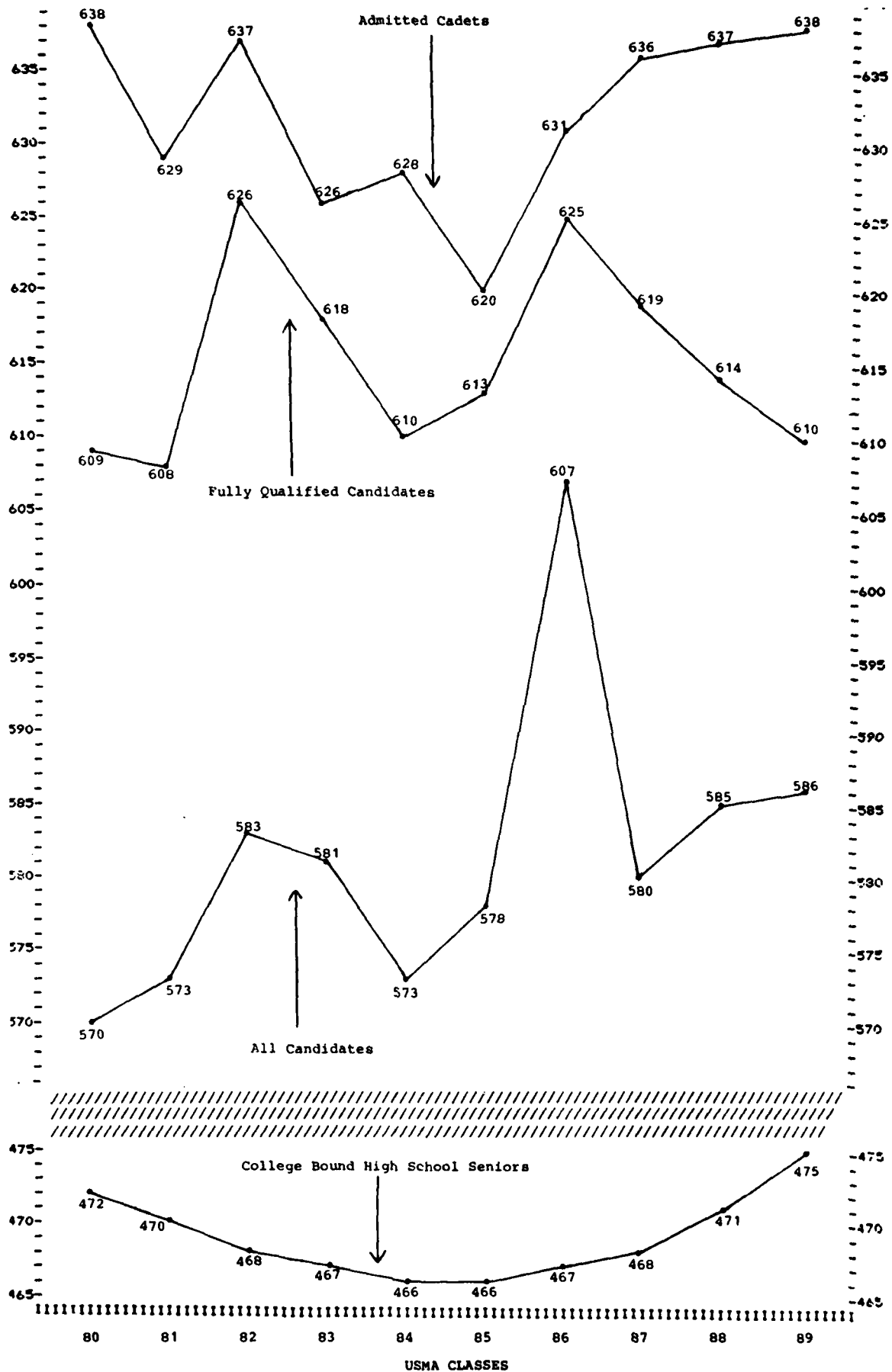


FIG 3. TRENDS OF MEAN SAT MATH SCORES FOR CANDIDATES AND ENTERING CADETS. CLASSES OF 1980-1989 AND ALL COLLEGE BOUND HIGH SCHOOL SENIORS NATIONWIDE

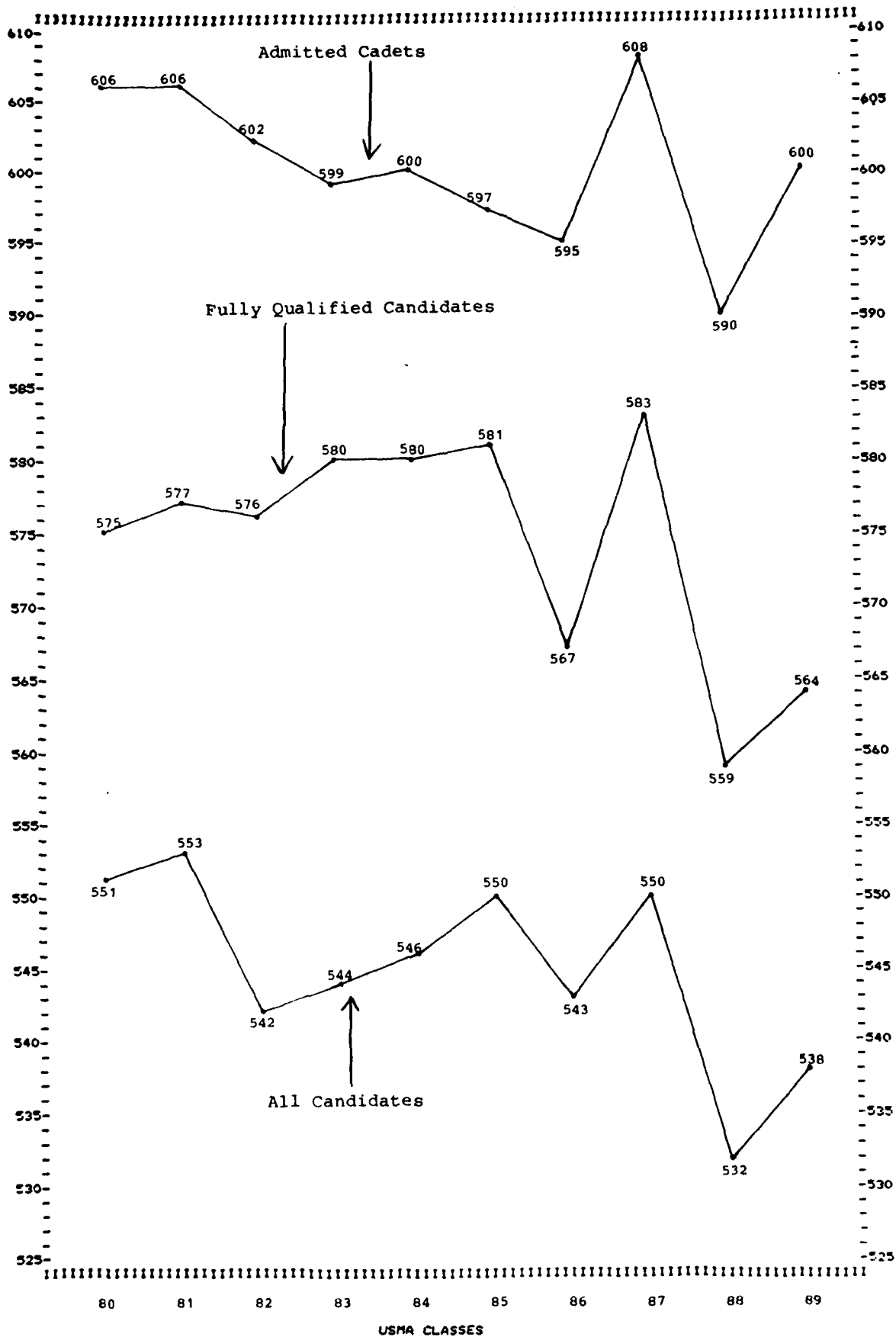


FIG 4. TRENDS OF MEAN LEADERSHIP POTENTIAL SCORES. CANDIDATES AND ENTERING CADETS-CLASSES 1980-1989

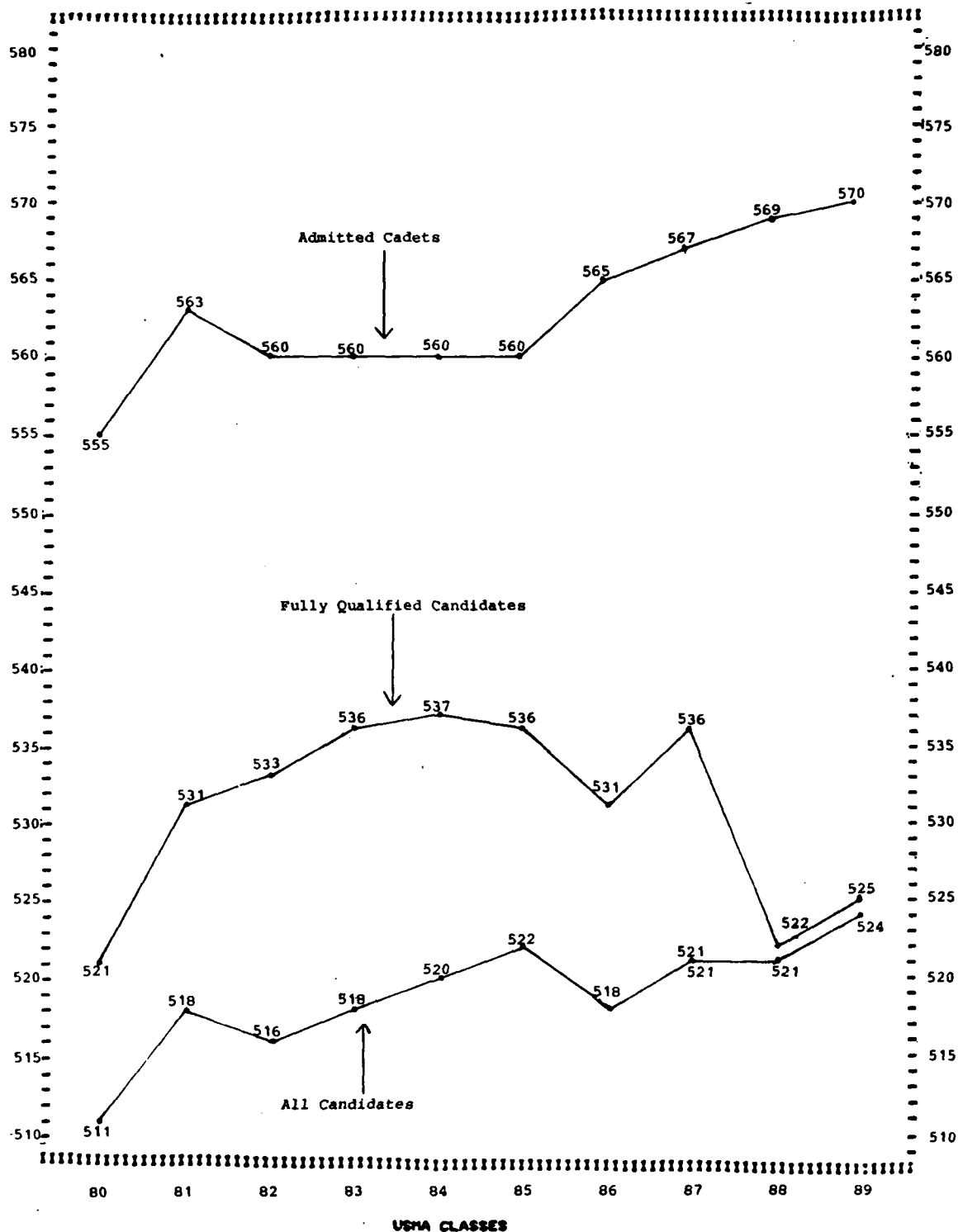


FIG 5. TRENDS OF MEAN PAE SCORE FOR CANDIDATES AND ENTERING CADETS OF THE CLASSES OF 1980-1989  
(PAE FOR ADMITTED CADETS IS FOR MALE CADETS ONLY)

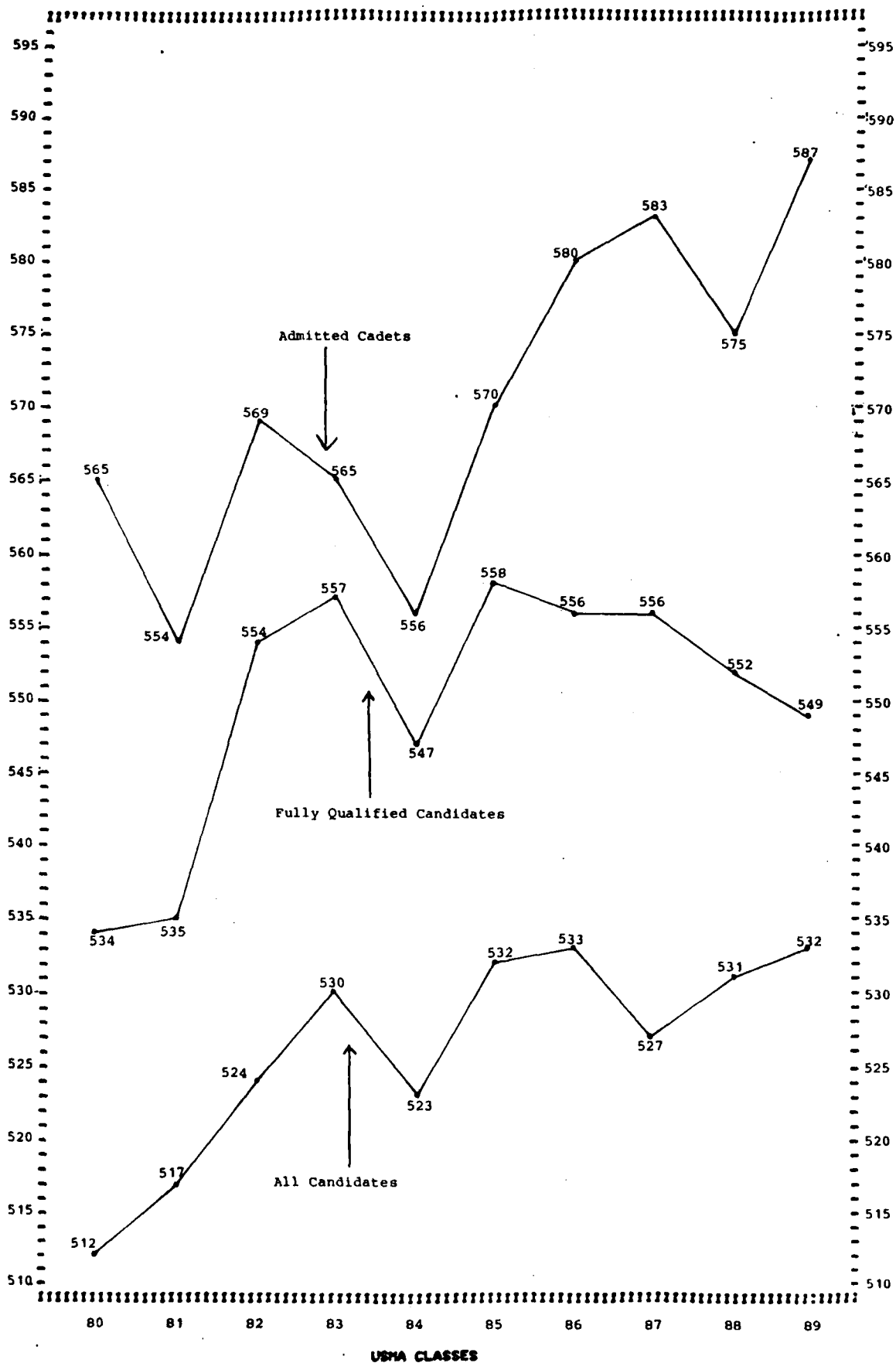


FIG 6. TRENDS OF MEAN HIGH SCHOOL RANK SCORES FOR CANDIDATES AND CADETS CLASSES OF 1980-1989

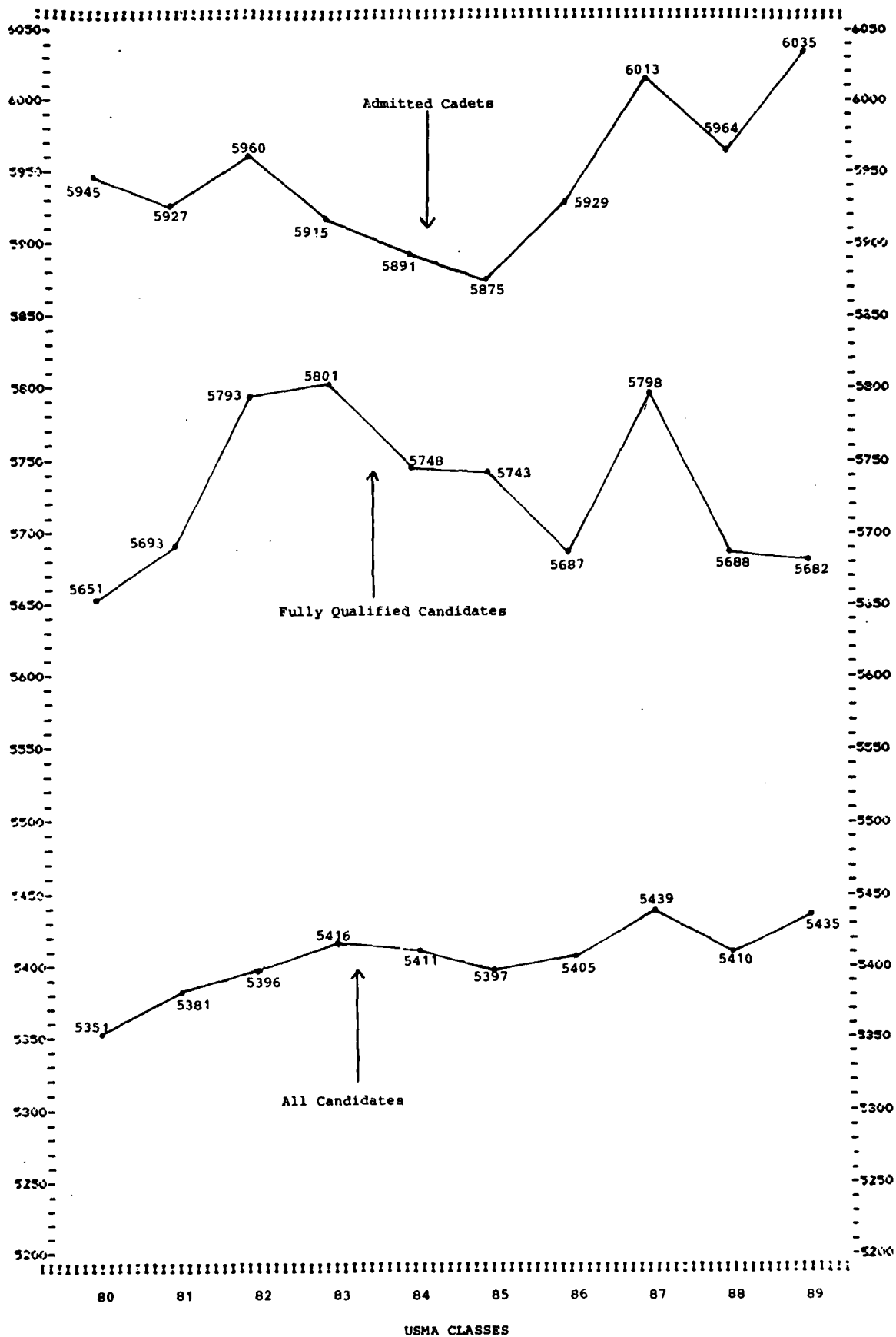


FIG 7. TRENDS OF MEAN WHOLE CANDIDATE SCORE FOR CANDIDATES AND ENTERING CADETS. CLASSES 1980-1989

TABLE 7

Selected High School Activities and Awards of Entering Cadets in the Classes of 1980 Through 1989

	CLASS									
	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989
Senior Class President	86( 6%)	91( 6%)	65( 5%)	77( 6%)	68( 5%)	77( 5%)	67( 5%)	89( 6%)	90( 6%)	90( 6%)
Senior Class Officer	184(12%)	192(13%)	177(13%)	187(13%)	235(16%)	242(16%)	214(15%)	224(16%)	224(16%)	230(16%)
Student Body President	73( 5%)	97( 7%)	73( 5%)	81( 6%)	63( 4%)	76( 5%)	85( 6%)	70( 5%)	81( 6%)	93( 7%)
Debate Team	147(10%)	163(11%)	160(12%)	159(11%)	158(11%)	170(11%)	170(12%)	170(12%)	192(14%)	180(13%)
Varsity Lettermen	1199(81%)	1219(83%)	1161(83%)	1151(82%)	1228(84%)	1268(84%)	1210(85%)	1237(87%)	1190(85%)	1248(88%)
Team Captains	562(38%)	654(44%)	599(43%)	629(45%)	688(47%)	692(46%)	690(49%)	690(48%)	692(50%)	810(57%)
Scouts, All	790(53%)	804(55%)	748(54%)	761(54%)	733(50%)	735(48%)	639(45%)	629(44%)	623(45%)	601(42%)
Scouts, Eagle	185(12%)	209(14%)	142(11%)	182(13%)	174(12%)	138(10%)	122(10%)	111( 9%)	113( 9%)	138(10%)
Boys/Girls State Representative	311(21%)	315(21%)	275(20%)	310(22%)	333(23%)	297(20%)	312(22%)	346(24%)	297(21%)	331(23%)
High School Dramatic Club	173(12%)	209(14%)	215(16%)	209(15%)	229(16%)	219(14%)	219(15%)	237(17%)	228(16%)	212(15%)
Bausch & Lomb Science Award	38( 3%)	38( 3%)	30( 2%)	28( 2%)	30( 2%)	26( 2%)	39( 3%)	56( 4%)	43( 3%)	51( 4%)
American Legion Award	120( 8%)	145(10%)	128( 9%)	138(10%)	136( 9%)	154(10%)	138(10%)	138(10%)	146(10%)	119( 8%)

TABLE 7a  
Selected Characteristics of Cadets in the Classes of 1980 Through 1989

	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989
Cadets with 1 or more months of College	225(15%)	263(18%)	213(15%)	260(19%)	215(14%)	174(11%)	204(14%)	156(11%)	169(12%)	194(14%)
Sons or Daughters of Alumni of USMA	59(4%)	62(4%)	57(4%)	59(4%)	54(4%)	59(4%)	51(4%)	41(3%)	47(3%)	37(3%)
Attended USMA Preparatory School	179(12%)	162(11%)	211(15%)	207(15%)	191(13%)	203(13%)	186(13%)	173(12%)	199(14%)	185(13%)
Attended Public High Schools	1283(86%)	1259(86%)	1194(85%)	1201(86%)	1246(85%)	1281(84%)	1209(85%)	1174(82%)	1127(81%)	1173(83%)
Attended Private High Schools	198(13%)	208(14%)	201(14%)	197(14%)	220(15%)	235(16%)	209(15%)	226(16%)	236(17%)	239(17%)
Rank In High School Class										
Top Fifth	1116(75%)	1070(73%)	1055(76%)	1021(73%)	1003(69%)	1062(70%)	1031(73%)	1219(85%)	1162(83%)	1205(84%)
Second Fifth	260(18%)	287(20%)	241(17%)	253(18%)	335(23%)	340(22%)	283(20%)	151(11%)	159(11%)	144(10%)
Third Fifth	90(6%)	95(6%)	89(6%)	102(7%)	102(7%)	92(6%)	88(6%)	46(3%)	50(4%)	46(3%)
Fourth Fifth	12(1%)	13(1%)	8(1%)	18(1%)	16(1%)	17(1%)	13(1%)	6(1%)	11(1%)	8(1%)
Bottom Fifth	3(0%)	2(0%)	2(0%)	3(0%)	4(0%)	5(0%)	3(0%)	2(0%)	5(0%)	4(0%)
Valedictorians	83(6%)	90(6%)	86(6%)	77(6%)	58(4%)	67(4%)	89(6%)	119(8%)	102(7%)	109(8%)
Salutatorians	58(4%)	66(4%)	62(4%)	58(4%)	60(4%)	65(4%)	89(6%)	93(6%)	78(6%)	100(7%)
N =	1485	1469	1396	1398	1466	1538	1420	1435	1401	1428

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number)  The United States Military Academy uses the Whole Candidate concept in the selection of candidates for admission. This concept encompasses three broad areas: academics, leadership potential, and physical condition and aptitude. This report compares the pre-college performance of members of the Class of 1989 with previous classes in these three areas.		

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